



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)  
ID: 10571239  
District: Falmouth School Department  
School: Plummer-Motz School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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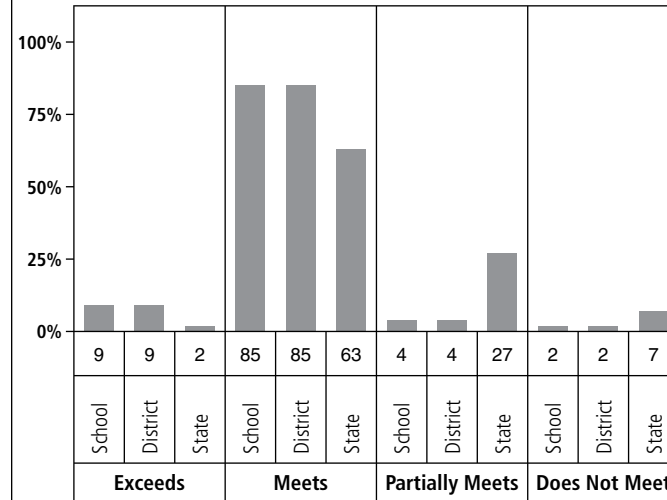
# SUMMARY OF SCORES

Date: March 2007  
Grade: 3  
District: Falmouth School Department  
School: Plummer-Motz School

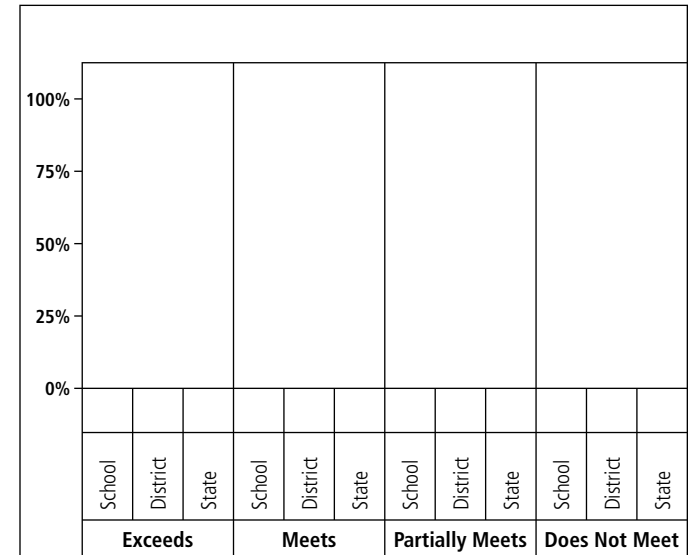
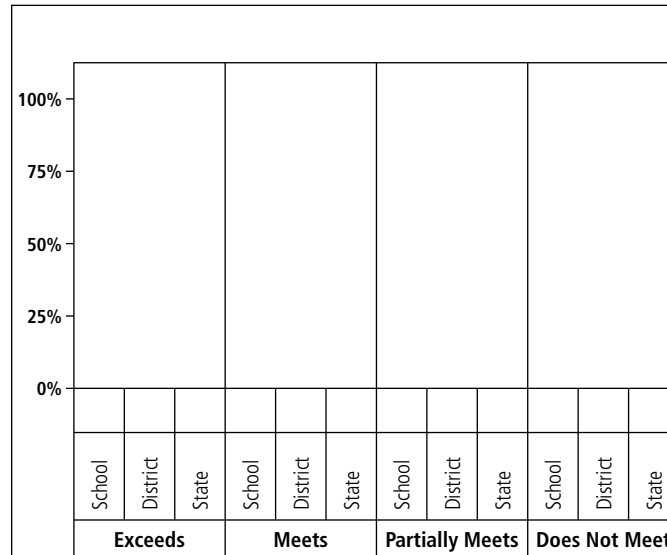
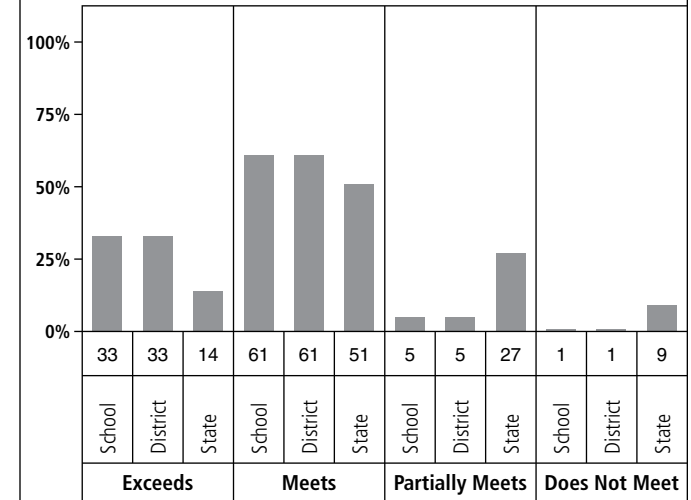
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b>			
2005–2006	352	352	345
<b>2006–2007</b>	<b>352</b>	<b>352</b>	<b>345</b>
Cum. Avg. *	352	352	345
<b>Mathematics</b>			
2005–2006	355	355	344
<b>2006–2007</b>	<b>359</b>	<b>359</b>	<b>347</b>
Cum. Avg. *	357	357	345

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 3  
 District: Falmouth School Department  
 School: Plummer-Motz School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		164	100	164	100	14114	100	164	100	164	100	14000	99	163	99	163	99	14001	99												
Ethnicity	African American	1	1	1	1	374	3	1	100	1	100	367	98	1	100	1	100	370	99												
	American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
	Asian/Pacific Islander	5	3	5	3	252	2	5	100	5	100	246	98	5	100	5	100	249	99												
	Hispanic	1	1	1	1	179	1	1	100	1	100	173	97	1	100	1	100	173	97												
	White	157	96	157	96	13196	93	157	100	157	100	13121	100	156	99	156	99	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		20	12	20	12	2445	17	20	100	20	100	2425	99	19	95	19	95	2422	99												
Current LEP		2	1	2	1	339	2	2	100	2	100	326	96	2	100	2	100	332	98												
Economically disadvantaged		7	4	7	4	5495	39	7	100	7	100	5447	99	7	100	7	100	5448	99												
Migrant		0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	147	90	147	90	11043	78	147	90	147	90	11094	79						
Identified disability (PET/IEP)	5	3	5	3	602	5	5	3	5	3	627	6						
LEP	0	0	0	0	162	1	0	0	0	0	169	2						
504 plan	2	1	2	1	99	1	2	1	2	1	101	1						
<b>Participation with accommodations</b>	15	9	15	9	2782	20	15	9	15	9	2747	19						
Identified disability (PET/IEP)	13	87	13	87	1659	60	13	87	13	87	1639	60						
LEP	2	13	2	13	156	6	2	13	2	13	162	6						
504 plan	0	0	0	0	59	2	0	0	0	0	57	2						
Other	0	0	0	0	936	34	0	0	0	0	915	33						
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	168	1	1	1	1	1	160	1						
Identified disability (PET/IEP)	2	100	2	100	164	98	1	100	1	100	156	98						
LEP	0	0	0	0	1	1	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	7	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	10	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	104	1	1	1	1	1	102	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 3  
District: Falmouth School Department  
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	12	7	12	7	352	3
	<b>2006-2007</b>	<b>14</b>	<b>9</b>	<b>14</b>	<b>9</b>	<b>332</b>	<b>2</b>
	Cum. Avg.	13	8	13	8	342	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	141	87	141	87	8641	62
	<b>2006-2007</b>	<b>138</b>	<b>85</b>	<b>138</b>	<b>85</b>	<b>8691</b>	<b>63</b>
	Cum. Avg.	140	86	140	85	8666	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	9	6	10	6	3671	27
	<b>2006-2007</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>3781</b>	<b>27</b>
	Cum. Avg.	8	5	9	5	3726	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	0	0	1163	8
	<b>2006-2007</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1021</b>	<b>7</b>
	Cum. Avg.	2	1	2	1	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	34.4	74.8	34.4	74.8	28.0	60.9
<b>Literary Text</b>	<b>28</b>	<b>61</b>	22.0	78.6	22.0	78.6	17.9	63.9
<b>Informational Text</b>	<b>18</b>	<b>39</b>	12.4	68.9	12.4	68.9	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 3  
 District: Falmouth School Department  
 School: Plummer-Motz School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	162	14	9	138	85	7	4	3	2	352	162	9	85	4	2	352	13825	2	63	27	7	345
<b>Ethnicity</b>																						
African American	1										1						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	5	0	0	5	100	0	0	0	0	352	5	0	100	0	0	352	241	2	68	22	8	345
Hispanic	1										1						168	0	50	33	17	341
White	155	14	9	132	85	6	4	3	2	352	155	9	85	4	2	352	12963	3	64	27	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	0	0	16	89	1	6	1	6	347	18	0	89	6	6	347	2261	0	33	46	21	338
No	144	14	10	122	85	6	4	2	1	353	144	10	85	4	1	353	11564	3	69	24	5	346
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	2										2						314	0	35	34	31	336
<b>Economically disadvantaged</b>																						
Yes	7	0	0	6	86	1	14	0	0	347	7	0	86	14	0	347	5360	1	50	36	13	342
No	155	14	9	132	85	6	4	3	2	352	155	9	85	4	2	352	8465	3	71	22	4	347
<b>Migrant</b>																						
Yes	0										0						4					
No	162	14	9	138	85	7	4	3	2	352	162	9	85	4	2	352	13821	2	63	27	7	345
<b>Gender</b>																						
Female	81	10	12	68	84	2	2	1	1	354	81	12	84	2	1	354	6861	3	67	24	6	346
Male	81	4	5	70	86	5	6	2	2	349	81	5	86	6	2	349	6964	1	59	31	9	344
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2092	0	36	48	15	339
No	162	14	9	138	85	7	4	3	2	352	162	9	85	4	2	352	11733	3	68	24	6	346
<b>Gifted/talented program</b>																						
Yes	0										0						174	16	83	1	0	355
No	162	14	9	138	85	7	4	3	2	352	162	9	85	4	2	352	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 3  
 District: Falmouth School Department  
 School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	354	1	0	100	0	0	354	5	1	41	40	18	340
B. less than one hour	81	14	11	108	83	6	5	2	2	352	81	11	83	5	2	352	80	3	66	26	6	346
C. one to two hours	18	0	0	27	93	1	3	1	3	351	18	0	93	3	3	351	12	2	60	29	9	344
D. more than two hours	1	0	0	1	100	0	0	0	0	346	1	0	100	0	0	346	3	0	30	41	29	336
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	35	5	9	49	88	1	2	1	2	352	35	9	88	2	2	352	27	4	63	26	8	346
B. They match some of what I have learned.	54	6	7	76	87	3	3	2	2	352	54	7	87	3	2	352	49	2	69	24	5	346
C. They match just a little of what I have learned.	9	2	14	10	71	2	14	0	0	351	9	14	71	14	0	351	16	1	57	33	9	343
D. There is no match.	2	1	25	2	50	1	25	0	0	352	2	25	50	25	0	352	8	0	45	39	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	35	12	22	42	78	0	0	0	0	356	35	22	78	0	0	356	42	4	67	22	7	346
B. good	58	2	2	81	90	5	6	2	2	350	58	2	90	6	2	350	46	2	63	29	7	345
C. fair	8	0	0	10	83	1	8	1	8	347	8	0	83	8	8	347	9	1	51	38	10	342
D. poor	0										0						2	0	30	48	22	337
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	19	4	13	23	77	2	7	1	3	350	19	13	77	7	3	350	22	1	50	36	13	342
B. about the same as my regular schoolwork	69	10	9	94	85	5	5	1	1	353	69	9	85	5	1	353	55	3	69	24	5	346
C. easier than my regular schoolwork	12	0	0	18	95	0	0	1	5	349	12	0	95	0	5	349	23	2	62	28	9	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	11	0	0	16	89	1	6	1	6	346	11	0	89	6	6	346	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	63	7	7	85	85	6	6	2	2	352	63	7	85	6	2	352	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	26	6	14	36	86	0	0	0	0	354	26	14	86	0	0	354	32	4	70	20	5	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	7	25	19	68	2	7	0	0	356	18	25	68	7	0	356	19	4	65	25	7	346
B. 20 minutes to an hour	62	6	6	88	90	4	4	0	0	353	62	6	90	4	0	353	47	3	68	24	5	346
C. less than 20 minutes	14	0	0	19	86	1	5	2	9	346	14	0	86	5	9	346	19	1	59	32	8	344
D. I rarely read at home.	6	0	0	8	89	0	0	1	11	346	6	0	89	0	11	346	15	1	51	35	14	342
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	28	4	10	34	81	3	7	1	2	351	28	10	81	7	2	351	26	2	57	32	10	343
B. six to ten pages	22	1	3	28	85	2	6	2	6	349	22	3	85	6	6	349	23	2	64	27	7	345
C. eleven or more pages	50	8	11	65	87	2	3	0	0	354	50	11	87	3	0	354	51	3	66	25	6	346
<b>Optional school/district question</b>																						
A.	33	0	0	1	100	0	0	0	0	346	33	0	100	0	0	346						
B.	0										0											
C.	0										0											
D.	67	1	50	1	50	0	0	0	0	362	67	50	50	0	0	362						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 3  
District: Falmouth School Department  
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	44	27	44	27	1295	9
	<b>2006-2007</b>	<b>54</b>	<b>33</b>	<b>54</b>	<b>33</b>	<b>1985</b>	<b>14</b>
	Cum. Avg.	49	30	49	30	1640	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	101	62	102	61	6852	49
	<b>2006-2007</b>	<b>99</b>	<b>61</b>	<b>99</b>	<b>61</b>	<b>6990</b>	<b>51</b>
	Cum. Avg.	100	61	101	61	6921	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	18	11	18	11	4081	29
	<b>2006-2007</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>3673</b>	<b>27</b>
	Cum. Avg.	13	8	13	8	3877	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	1	2	1	1638	12
	<b>2006-2007</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1193</b>	<b>9</b>
	Cum. Avg.	1	1	2	1	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.4	69.3	10.4	69.3	7.7	51.3
Cluster 2: Shape and Size	14	29	12.1	86.4	12.1	86.4	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	4.2	84.0	4.2	84.0	3.3	66.0
Cluster 4: Patterns	14	29	11.2	80.0	11.2	80.0	9.8	70.0

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 3  
 District: Falmouth School Department  
 School: Plummer-Motz School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	162	54	33	99	61	8	5	1	1	359	162	33	61	5	1	359	13841	14	51	27	9	347
<b>Ethnicity</b>																						
African American	1										1						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	5	1	20	4	80	0	0	0	0	356	5	20	80	0	0	356	247	16	51	22	11	347
Hispanic	1										1						168	7	42	32	20	339
White	155	53	34	94	61	7	5	1	1	359	155	34	61	5	1	359	12966	15	51	26	8	347
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	1	6	14	78	3	17	0	0	351	18	6	78	17	0	351	2266	6	34	39	21	338
No	144	53	37	85	59	5	3	1	1	359	144	37	59	3	1	359	11575	16	54	24	6	349
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	2										2						321	4	28	34	34	333
<b>Economically disadvantaged</b>																						
Yes	7	1	14	4	57	2	29	0	0	353	7	14	57	29	0	353	5371	7	44	34	14	342
No	155	53	34	95	61	6	4	1	1	359	155	34	61	4	1	359	8470	19	54	22	5	350
<b>Migrant</b>																						
Yes	0										0						4					
No	162	54	33	99	61	8	5	1	1	359	162	33	61	5	1	359	13837	14	51	27	9	347
<b>Gender</b>																						
Female	81	31	38	48	59	2	2	0	0	360	81	38	59	2	0	360	6865	14	50	27	9	347
Male	81	23	28	51	63	6	7	1	1	357	81	28	63	7	1	357	6976	14	51	26	9	347
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2098	3	37	43	17	338
No	162	54	33	99	61	8	5	1	1	359	162	33	61	5	1	359	11743	16	53	24	7	348
<b>Gifted/talented program</b>																						
Yes	0										0						174	63	34	3	0	366
No	162	54	33	99	61	8	5	1	1	359	162	33	61	5	1	359	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 3  
 District: Falmouth School Department  
 School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	360	1	0	100	0	0	360	5	7	38	34	21	339
B. less than one hour	81	44	34	81	62	5	4	0	0	359	81	34	62	4	0	359	80	16	52	26	6	348
C. one to two hours	18	10	34	16	55	2	7	1	3	357	18	34	55	7	3	357	12	12	50	28	10	346
D. more than two hours	1	0	0	1	100	0	0	0	0	358	1	0	100	0	0	358	3	3	26	34	37	332
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	23	34	41	61	2	3	1	1	359	43	34	61	3	1	359	37	20	52	22	6	350
B. They match some of what I have learned.	50	28	35	48	61	3	4	0	0	359	50	35	61	4	0	359	44	13	54	26	7	347
C. They match just a little of what I have learned.	6	2	20	6	60	2	20	0	0	356	6	20	60	20	0	356	13	8	45	34	13	342
D. There is no match.	1	0	0	1	100	0	0	0	0	344	1	0	100	0	0	344	6	5	30	40	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	35	20	38	30	57	2	4	1	2	360	35	38	57	4	2	360	40	21	50	21	8	349
B. good	59	32	36	53	59	5	6	0	0	359	59	36	59	6	0	359	46	12	53	28	7	347
C. fair	6	0	0	8	89	1	11	0	0	350	6	0	89	11	0	350	12	6	46	36	11	342
D. poor	0										0						2	3	31	40	26	336
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	6	1	10	7	70	2	20	0	0	352	6	10	70	20	0	352	15	5	38	38	19	339
B. about the same as my regular schoolwork	66	32	30	70	65	5	5	0	0	358	66	30	65	5	0	358	56	15	54	25	6	348
C. easier than my regular schoolwork	27	20	45	22	50	1	2	1	2	361	27	45	50	2	2	361	29	18	51	23	7	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	20	9	30	19	63	2	7	0	0	357	20	30	63	7	0	357	32	11	47	32	11	344
B. two or three days a week	45	28	41	39	57	1	1	0	0	360	45	41	57	1	0	360	32	17	53	24	6	349
C. two or three times each month	31	13	28	30	64	4	9	0	0	358	31	28	64	9	0	358	27	18	54	22	6	350
D. never	5	2	29	3	43	1	14	1	14	351	5	29	43	14	14	351	9	9	44	32	14	343
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	3	100	0	0	0	0	347	2	0	100	0	0	347	7	4	33	43	20	337
B. two or three days a week	31	22	46	22	46	4	8	0	0	360	31	46	46	8	0	360	20	11	51	29	9	346
C. two or three times each month	61	29	30	64	67	3	3	0	0	359	61	30	67	3	0	359	46	19	54	21	5	350
D. never	6	2	20	6	60	1	10	1	10	354	6	20	60	10	10	354	27	11	49	29	11	345
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	0	0	6	60	3	30	1	10	342	6	0	60	30	10	342	15	7	41	38	14	341
B. 30–45 minutes	22	14	40	19	54	2	6	0	0	360	22	40	54	6	0	360	31	13	53	27	7	347
C. 45–60 minutes	34	17	31	36	67	1	2	0	0	359	34	31	67	2	0	359	32	18	53	22	6	349
D. more than 60 minutes	37	23	39	34	58	2	3	0	0	361	37	39	58	3	0	361	22	17	50	24	9	348
<b>Optional school/district question</b>																						
A.	33	0	0	1	100	0	0	0	0	358	33	0	100	0	0	358						
B.	0										0											
C.	0										0											
D.	67	2	100	0	0	0	0	0	0	372	67	100	0	0	0	372						